

# Establishing Safe & Civil Behaviors in the Common Areas

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## OBJECTIVES

- Learn how to establish safe and civil common areas.
- Learn how to involve all of the staff in school wide positive discipline decisions.
- Learn the components of effective supervision in the common areas.
- Learn how to refine your office referral procedures.

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## What Are Common Areas?

- Any area that is not under the direction of one staff member and is used by most or all of the students
  - Lunchroom
  - Restrooms
  - Bus waiting areas
  - Hallways
  - Playgrounds

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## Step One

- ð Determine the common areas for which you wish to have rules and procedures in your school.
- ð Decide how you will involve the staff in the design process.
  - ⇒ Whole staff?
  - ⇒ Committees?
  - ⇒ How will you involve non teaching staff members?

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## Rules About Rules

- **State positive form of the rule**
  - "Clean language at all times" VS "NO CUSSING"
- **Few in number (4-6)**
- **Teachable, Observable, and Enforceable**
  - "Keep hands, feet and objects in own space" VS "BE GOOD" or "BE RESPONSIBLE"
- **Pre-established consequences tied to following and not following class rules**
- **Posted in a Prominent Place in the Classroom**
- **Enforceable the ENTIRE TIME THE STUDENT IS under your supervision.**

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## Playground rules

What are your rules?

1. Respond to the whistle by stopping immediately.
1. Follow adult directions with within ten seconds.
3. Stay in approved areas.
4. Use equipment appropriately.
4. Keep hands and feet to yourself.

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## Step Two

- Get together with a group and choose one common area.  
Create four to five rules for this area.
- Remember, rules are not the procedures.

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## What are the behaviors we need to teach?

- Plan to teach what you expect
  - **salad bar**
  - **assemblies**
  - **substitutes**
- Keep it simple and positive
- Practice Practice Practice

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## TEACH THE BEHAVIORS

- Determine what the behavior looks like and sounds like
- Determine the steps to teach
- Teach – I do – We do – You do
- Provide plenty of practice



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## T Charts

Looks Like	Sound Like

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## Cafeteria Behavior

Looks Like	Sounds Like
People standing in line one behind the other People sitting at tables eating Students make room for others at tables People clean their own table Students stay in cafeteria until dismissed	1-2 Voice level "Thank you." to food servers Clean language used at all times  0 Voice for dismissal

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## Slide

What should it look like?	What should it sound like?
<ul style="list-style-type: none"> <li>Students standing one behind the other at the bottom of slide</li> <li>One student on the ladder at a time</li> <li>Waiting until the slide is clear before sliding down</li> <li>Sliding feet first only</li> <li>Moving away from the slide quickly</li> </ul>	Level 2-4 voice

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## Next...

- Determine
  - Who will teach these behaviors?
  - When will they be taught?
  - How will new students learn these skills?

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## Take Action!

- Join a group working on a common area you would like to see taught at your school
- Make a T chart for how the area should look and sound if everyone is meeting expectations
- Discuss who will teach the behaviors and when they will be taught
- Be prepared to share your T chart with the large group

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## Attention Signal

- Attention....3.2.1...
- Microphone Signal
- Lights Low
- Band begins alma mater
- None needed

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## Take Action: Decide What You Will Use As An Attention Signal

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## How will you reinforce the behavior?

- Reinforcement
- Praise
  - High Level
- Specific
- High Rate in the Beginning
- Unpredictable Intermittent

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## Take Action! Create a Menu of Reinforcers That Might be Appropriate in Your Area

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## What mild reprimand will you use?

- Consequences fit the crime
  - Repeat the behavior appropriately
  - One minute time out
  - Turn around and walk 10 steps
  - Stand on the wall at the playground and notice ten appropriate behaviors
- Unemotional
- Move away quickly

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Most misbehavior in a common area really only needs a “parking ticket”,



not the firing squ



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## #3 Maximize Your Delivery

- **How best to give directions when correcting:**
  - Get student's attention--use name
  - Get closer, but not too close
    - **Avoid “squaring off.”**
    - **Avoid an audience.**
    - **Be aware of personal space**
    - **Avoid touching the student if he/she is upset**
  - Don't take misbehavior personally by **putting on your flack jacket**

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## Be Ready

- Be ready with small consequences that enables you to be consistent. Noticing misbehavior on the playground and not addressing the behavior with a small or in some cases significant consequence, implies consent.

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## Tips for Misbehavior on the Playground

- Walk and talk with me
- State the rule and ask the student to repeat
- Have student show you the correct way to use the equipment
- Have the student stop what they are doing and choose another activity
- Stand on the wall for three minutes and notice examples of students following the rules

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## One-Liners for Misbehavior in Cafe

Page 3

- **Playing with someone's food or tray:** *Keep your hands to yourself.*
- **Move to another location:** *Pick up your tray and walk with me.*
- **Too loud:** *Voice levels are too loud. Bring them down, please.*
- **Time Out or Time Owed:** *Stand (or sit) here. I'll talk to you as soon as I can.*



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Take Action: Create a menu of mild consequences you will use

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How Will You Give Students Feedback About How They Are Doing?

- Use the intercom
- Announce at public gatherings
- Newsletters
- Classroom visits
- Daily bulletin
- Use the broadcast system

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Take Action: Discuss How Students Might Be Given Long Term Feedback About their Behavior in Your Area

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## Data

- What data will you collect to determine effectiveness of your positive discipline plan?
  - Office referrals
  - Staff observations
  - Let's look at the observation check list

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## In Review

- If you expect it, teach it
- Model it yourself
- Practice expectations
- Be Proactive
- You Have the Power!

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## Decision Making

- Types of Decisions
- Operating Principles
- Consensus Voting
- Interest Based Decision Making

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## Three Kinds of Decisions

- Command Decisions – Made with no input
  - State requirements
  - School board requirements
- Command With Input – Made by the principal/superintendent with input from the staff
  - Curriculum adoption

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## Decisions Continued

- Shared Decisions – Those affected by the decision are involved in making the decision.
  - Schedules
  - How to spend extra money designed to promote cultural awareness
  - Use of intervention funds
  - Design of programs to meet the needs of failing students

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## Operating Principles

- Procedures and Practices that define how we make decisions and resolve conflicts in our organization

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## Sample Operating Principles

- Decisions must support student achievement
- Disagreement does not equal disloyalty
- Conflicts need to be resolved at the lowest level
- Those affected by a decision will be a part of the making the decision
- The person with whom I disagree needs to know of it before I share it with others

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## Sample Operating Principles Continued

- I will be courageous and honest when participating in decisions. This means I will express my concerns and only agree to a decision when I can live with the results of that decision
- If I disagree with a decision I will work with the group to find an acceptable alternative
- Once a decision is made I will work hard to see that it is successfully implemented
- If, after we have given a decision a fair chance to work, I still feel it is flawed, I will bring it back up to the group to be reconsidered

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## FIST OF FIVE

Five Fingers – I support and will provide leadership

Four Fingers- I support, but will not provide leadership

Three Fingers – I do not care either way

• Two Fingers – I do not support

• One Finger – I do not support and will work to scuttle the decision

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## INTERPRETING THE VOTE

- A vote of all threes or greater equals consensus
- A vote with any twos or ones is not consensus and requires that concerns and interests be addressed

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## RED, GREEN, YELLOW CONSENSUS VOTE

- Consensus is reached when all cards showing are either green or yellow
- Consensus is not reached if any reds are showing
- Concerns and interests must be addressed

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Thumbs up, thumbs down,  
thumbs sideways

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## Benjamin Franklin

- I confess that there are several parts of this Constitution which I do not at present approve, but I am not sure I shall never approve them; for having lived long I have experienced many instances of being obliged by better information or fuller consideration, to change opinions even on important subject which I once thought right, but found to be otherwise. The opinions I have had of it's (the Constitution's) errors I sacrifice to the public good. On the whole Sir, I cannot help expressing a wish that every member of the convention who may still have objections to it would with me on this occasion doubt a little of his own infallibility, and , to make manifest our unanimity, put his name on this instrument. Benjamin Franklin, 1787

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## Interest Based Vs. Positional Negotiations

- What is the interest behind your position?
- How can the interest be met with another solution?
- How can we compromise and still have a win-win situation?
- This approach can be used with staff, parents, students and the community

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## B.A.T.N.A

- Best Alternative to a Negotiated Agreement

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Interest "A"	Interest "B"

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Your school facilitator team decides that everyone is required to be in the hall way supervising when the bell rings at the end of the day. The after school drama teacher is opposed to this idea.

Discuss:

What might be the interest behind the facilitator team's decision?

What might be the interest behind the after school drama teacher resistance?

What compromises might be made?

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Interest "A"	Interest "B"

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- Your school improvement team has been given the task of coming up with some effective consequences for misbehavior. They are recommending that an after school detention program be established, staffed on a rotational basis by every certificated staff member. You have had a consensus vote and 3 staff members strongly object to this idea. They are the football coach who has practice after school each night in the fall, an English teacher who doesn't plan to send students to detention so wants no part of the plan and a special ed. teacher who is afraid of this option as being too negative for some of his students
- Identify the interests of the school improvement team
- Identify the interests of the staff members who are objecting to this proposal

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Interest "A"

Interest "B"

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## Questions to Address:

- How will you involve your staff in the design and implementation of your plan?
  - Will the entire staff work on the plan?
    - Form small groups and take on one common area?
  - Steering Committee
    - How will you get their feed back?
- How will you make decisions?

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## Overview of Referral Procedures

- Types of Misbehaviors Which Warrant Office Referral
- Creating a continuum of consequences
- Establish Effective Record Keeping
- Set up Well Defined Procedures When Students Report to Office
- Arrange for an Array of Resources

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## Office Referral

- When to Refer
  - *Illegal Behavior*
  - *Physically Dangerous Behavior*
  - *Defiance-The Overt and immediate refusal to follow a staff person's direction*
- Think about it as a DUI
- Referral as part of a Plan

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## Illegal Behavior

- Possession of controlled substance, threats, etc
- Must be Reported to an Administrator
- May need to be reported to law enforcement

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Defiance-The overt and immediate refusal to follow a staff person's direction within a specified Time

- Overt (Observable)
  - Sit down and begin your assignment-observable
  - Change you attitude (not observable)

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- Immediate
  - Finish your assignment by the end of the period-not immediate
  - "Allen, stop running in the hall and come speak to me. " -immediate
- Reasonable Adult Direction
  - Considered reasonable unless it is unsafe

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## HAVE A PLAN

- Ask student to comply - Give time
  - Walk away - If yes – Thank you – If no
  - Calmly and quietly share possible consequence – Ask again and walk away
- If yes – Thank you – No- Quietly share consequence and move away

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## Physically Dangerous Behavior

- Assault
- Fighting
- Any behavior that has a high likelihood of physical harm

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## Procedures for Responding to Office Referral

- Notice must be given when supervision is being given to office personnel
- Identify where the student should wait
  - Supervised
  - Uninteresting
    - Not near teacher mail boxes
    - All staff should know not to respond
- What if the administrator isn't available?
  - Chain of Command

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## Training Office Staff

- Staff need to know how to interact
  - Little Attention
  - Neutral Demeanor
  - Avoid Lecturing
- Inappropriate Language
  - One Time-Tell them it's inappropriate
- If misbehavior continues, refer to an administrator/designee immediately

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## Office Referral (Cont'd)

- When the student is waiting
  - If short time, they can sit
  - Longer than 5 minutes, provide a debriefing form
- What did you do?
- Why did you do it?
- What should you have done instead?
- What do you need to do next?
- Can you do it?

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## Take Action!

- How will you insure adequate supervision of students at the time of a referral?
- Where is a referred student supposed to wait for the administrator?
- What happens when two or more students have been referred at the same time?
- Who will intervene when the administrator is gone?
- When the administrator is in a conference or on the phone should they be interrupted?
- What will students do while they wait?
- What should be done if the student is out of control or appears likely to become so?

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## Take Action!

- Identify those behavior which constitute office referrals in your building. Give definitions and examples. Discuss a plan for reaching consensus with the entire staff.

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## Planning for Responding to Emergency Situations

- Develop primary and backup procedures to summons help
  - Intercom
  - Phone
  - Radios
  - Red Card

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## Red Card-This is an Emergency

- Preprinted Location, i.e. PLAYGROUND
- *Fighting or out of control-send help*
- *Serious Injury! Call 911*
- *Student Hurt. Send trained Personnel*
- *Stranger on the playground*
- *Student left the grounds*
- *Abduction. Call 911*
- *Other\_\_\_\_\_*

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## Red Card Procedures

- Student takes to office
- Office staff immediately respond

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## Planning for Emergency Response (Cont'd)

- Chain of Command 4 Deep
  - Principal, Counselor, Special Ed. Teacher, Head Teacher
- Code for Responding
  - Would the CARE team report immediately to the lunch room, please?
- Crisis training
- De-escalation Training

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## Why Physical Restraint Should be Avoided

- Problems with physical restraint
  - Possibility of injury to staff or students
  - Restraint can be a reinforcing event
  - May be reinforced by peers
  - Communicates that the student can't control her own behavior
- Avoid whenever possible

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## Room Clears-An Alternative to Physical Restraint

- Room clear procedures are explained to students in advance
- All students are removed from the area
  - Reduces possibility of injury
  - Removes attention
  - Gives student message he needs to and is capable of getting under control

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## Room Clear Procedures

- Evacuate the classroom to a pre-assigned buddy classroom
- Receiving teacher notifies the office of the current problem
- One adult supervises out of control student to insure student safety

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- Staff not expected to intervene when materials or property are being damaged
- After the behavior is under control, assign a corrective consequence, including responsibility for any damaged property

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## Take Action

- Examine current procedures for dealing with emergencies. Determine when a room clear should be used. Determine what procedures exist and what procedures need to be identified. Make a plan for accomplishing these tasks during the school year.

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